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ABSTRACT

This module contains representative examples of native Puerto Rican men and women who have gained distinction in Puerto Rico. Following a pre- and postassessment test and list of learning alternatives are narratives presenting a brief biography of 27 Puerto Ricans. (MJM)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
PUERTO RICAN PUPILS IN MAINLAND SCHOOLS

TTP 003.10 PROMINENT PUERTO RICANS

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SP 005 983

COLLEGE OF EDUCATION
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
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RATIONALE

This module contains representative examples of native Puerto Rican men and women who have gained distinction in Puerto Rico. It is believed that the participant's increased awareness of the way in which certain Puerto Ricans have contributed to the heritage of their land will provide a stronger basis for multicultural classroom activities.

OBJECTIVES

Given a series of learning alternatives on prominent Puerto Ricans, the participant will be able to:

- -identify Puerto Ricans who have made significant contributions to their society
- -design a classroom activity dealing with (a) prominent Puerto Rican(s)

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise.

Directions: Answer the following in short answer form.

1. Who was Ramón Power?
2. How did Power help Puerto Rico?
3. What was José Campeche's contribution to P.R. culture?
4. How did María Bibiana Benítez influence people?
5. How did Rafael Cordero affect the history of Puerto Rico?
6. Who was Alejandrina Benítez?
7. Why is Victor Rojas considered a hero in Puerto Rico?
8. Who was Juan Alejo de Arizmendi?
9. How did Román Baldorioty de Castro's activities affect people living in Puerto Rico?
10. Why was Ramon Emeterio Betances a great man?
11. What was Alejandro Tapia y Rivera's contribution to Puerto Rican culture?
12. Why is Eugenio María De Hostos called "Citizen of the Americas"?
13. What are some of the contributions of Lola Rodríguez de Tió's to Puerto Rican culture?
14. Who was Manuel Gregorio Tavárez?
15. What were some of the activities of Francisco Oller y Cestero?
16. How did Luis Muñoz Rivera serve the cause of Puerto Rico under Spain? Under the U.S.?
17. What are some of the important works of José De Diego?
18. How did María Cadilla de Martínez contribute to Puerto Rican culture?

19. In which way did Pedro Albizu Campos continue the tradition of Betances?

20. What are some of the activities of Concha Meléndez?

21. In which way did Luis Muñoz Marín contribute to make present day Puerto Rico?

22. Why is René Marqués Puerto Rico's greatest living author?

23. What is Augusto Malaret's contribution to Linguistics?

24. What is Ricardo Alegría's contribution to Puerto Rican culture?

25. Who is Jaime Benítez?

26. How has Nilita Vientós Gastón contributed to make Puerto Ricans more aware of humanistic concerns?

27. How has Rafael W. Ramírez de Arellano y Asenjo contributed to make people aware of Puerto Rican culture?

PEOPLE PRESENTED IN THIS MODULE

1. Ramón Power
2. José Campeche
3. María Bibiana Benítez
4. Rafael Cordero
5. Alejandrina Benítez
6. Victor Rojas
7. Juan Alejo de Arizmendi
8. Román Baldorioty de Castro
9. Ramón Emeterio Betances
10. Alejandro Tapia y Rivera
11. Eugenio María de Hostos
12. Lola Rodríguez de Tió
13. Manuel Gregorio Tavárez
14. Francisco Oller y Cestero
15. Luis Muñoz Rivera
16. José De Diego
17. María Cadilla de Martinez
18. Pedro Albizu Campos
19. Concha Meléndez
20. Cayetano Coll y Toste
21. Luis Muñoz Marin
22. René Marqués
23. Augusto Malaret
24. Ricardo Alegría
25. Jaime Benítez
26. Nilita Vientós Gastón
27. Rafael W. Ramírez de Arellano y Asenjo

LEARNING ALTERNATIVES

I. Select one of the following:

A. Read: Rafael W. Ramírez de Arellano y Lynch, "Prominent Puerto Ricans," included in module.

B. Conduct library research on the people listed on page 5 of the module.

II. Select two of the following:

A. Plot a calendar with the birth dates of prominent Puerto Ricans. Be prepared to outline the contributions of each person you selected.

B. Prepare a chart grouping prominent Puerto Ricans according to their fields of interest.

C. Add 5 or more prominent Puerto Ricans to the list on page 5. Be prepared to outline the contributions of the people you selected.

D. Interview members of the Puerto Rican community to determine people they consider to have made the most significant contributions.

E. Design your own learning activity.

III. Design a classroom activity based on information you have gained from the learning alternatives in this module. Present your activity at a seminar scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Answer the following in short answer form.

1. Who was Ramón Power?
2. How did Power help Puerto Rico?
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4. How did María Bibiana Benítez influence people?
5. How did Rafael Cordero affect the history of Puerto Rico?
6. Who was Alejandrina Benítez?
7. Why is Victor Rojas considered a hero in Puerto Rico?
8. Who was Juan Alejo de Arizmendi?
9. How did Román Baldorioty de Castro's activities affect people living in Puerto Rico?
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22. Why is René Marqués Puerto Rico's greatest living author?

23. What is Augusto Malaret's contribution to Linguistics?

24. What is Ricardo Alegría's contribution to Puerto Rican culture?

25. Who is Jaime Benítez?

26. How has Nilita Vientós Gastón contributed to make Puerto Ricans more aware of humanistic concerns?

27. How has Rafael W. Ramírez de Arellano y Asenjo contributed to make people aware of Puerto Rican culture?

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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NARRATIVE

"Prominent Puerto Ricans"

-- Rafael W. Ramírez-de-Arellano y Lynch

Puerto Rico has produced many people of distinction throughout its long history. Puerto Ricans have distinguished themselves, both at home and abroad, in many fields of endeavor. These people of distinction include holy men, statesmen, revolutionaries, military men, scientists, poets, artists, men and women of letters, educators, musicians and people in the performing arts, such as movie stars, singers and pianists. In addition Puerto Ricans have gained distinction in sports, such as baseball, tennis, boxing and golf.

Many people show surprise when they reflect on the fact that such a relatively small country (Puerto Rico is roughly 4/5 the size of Connecticut) could produce so many persons of distinction and in such diverse fields of endeavor. This narrative cannot hope to do justice to all these persons, and consequently, in the pages that follow, it will only attempt to give representative examples of the types of persons who have gained distinction. The narrative thus provides a broad characterization within the scope of the module by presenting information about Puerto Ricans of the past as well as those of the present.

These biographical sketches are presented in random order, and no attempt is made to rank the people described in any manner.

RAMON POWER Y GIRALT (1775-1813)

Naval officer, war hero, statesman and patriot, Ramón Power was one of many Puerto Ricans who was able to distinguish himself during a period of time in which Puerto Rico formed part of the Spanish Empire. He was born in San Juan, and like many Puerto Ricans of the day he went to Spanish schools for his early education. Power eventually graduated from the "Colegio de Guardias Marinas" of Cadiz, Spain, in 1792. His ability as a military commander was demonstrated early in his career during the Franco-Spanish War of 1795. Power was involved in the military operations as Commander in Chief of the Naval Division that had left from San Juan in order to participate in the capture of the Spanish half of the island of Hispanniola, which had fallen into French hands. Power defeated the French general Ferrand in the battle of Palo Hincado, and returned to Puerto Rico a hero.

By 1808 Napoleon's armies had invaded Spain, and again Frenchmen and Spaniards refused to accept a foreign monarch, and united under a resistance movement. Power participated in the movement and helped organize a Junta Suprema de Gobierno Nacional which would represent the legitimate interests of all Spanish subjects opposed to Napoleon. Puerto Ricans had elected Power to represent them in this Junta, and later on, in 1812, he again would be elected to represent the Island in the Cortes, or Spanish parliament. His eloquence and

intellectual capacity impressed his fellow representatives, who in turn elected him Vice-President of the Cortes.

Within the Cortes Power would now be able to work more effectively towards furthering the legitimate interests of all Latin Americans, including Puerto Ricans. Power by now had been promoted to Naval Captain and was greatly admired in Puerto Rico. Foremost among the benefits he brought to Puerto Rico was the application of the Spanish Constitution to the Island. Thanks to Power, Puerto Ricans were now covered by the same constitution as peninsular Spaniards. In addition, Power obtained other good laws for his native island, including more civilian control over local affairs, the opening of the Puerto Rican seaports of Aguadilla, Mayagüez, Ponce and Fajardo to foreign commerce and also additional measures to further the economic interests of the Island.

The short career of this great Puerto Rican patriot came to an end in 1813, when he succumbed to yellow fever and died, leaving a legacy of remarkable magnitude to his countrymen for generations to come.

JOSE CAMPECHE (1752-1808)

Campeche was a painter who never left Puerto Rico, yet was able to develop his abilities within the limited resources at his disposal.

As a boy he took an interest in art working alongside his father, who earned his living as a bookbinder and decorator of books. Young José showed promise as a musician as well, but his real vocation would be art. As a child he drew sketches with charcoal and made small figures which he was able to sell. From these beginnings Campeche expanded his art, and his work became more ambitious as he painted portraits of religious subjects and decorated altars in churches.

Campeche's art would be able to manifest its full potential due to a stroke of fortune. A Spanish painter called Luis Paredes, who had been trained in Europe, was exiled to Puerto Rico for political reasons. Campeche soon came under his influence, and, in fact, Paredes was to provide José with the only formal instruction he would receive in his life. Yet this instruction was decisive, and it would enable Campeche to develop his talent.

Campeche's works include religious, historical and contemporary topics. His paintings form part of the permanent collections of Puerto Rico's art museums, and other works of his may be found in several churches throughout the Island as well.

MARIA BIBIANA BENÍTEZ (1783-1873)

A native of Aguadilla, a small seaport on the north-western tip of Puerto Rico, she was one of Puerto Rico's first authors who wrote plays and poems and was at the same time very much aware of the intellectual activities of the Western World in her time. She inspired and initiated many Puerto Ricans in cultural pursuits, including her niece, Alejandrina Benitéz, who, like her aunt, became an important intellectual.

Maria Bibiana, in effect, became the Grand Dame of Puerto Rican letters in the 19th century. Two of her plays were published, Diálogo in 1858, and La Cruz del Mono, posthumously, in 1962.

RAFAEL CORDERO (1790-1868)

A teacher, a humanitarian, he was probably Puerto Rico's most important educator in the 19th century, if education is to be measured in terms of the quality of the students a teacher has and their contribution to society.

Cordero was a black man, the son of liberated slaves. His father was a craftsman and from him the future Maestro Rafael would learn discipline and respect for honest toil. Throughout his lifetime Maestro Rafael would earn his livelihood as a tobacconist but this would not hinder his activties as a teacher.

In 1810 he opened his school for boys and kept it going without any interruptions until 1868, teaching reading, writing, arithmetic, christian doctrine and calligraphy to generations of students. It must be pointed out that he never took any money from them, and in fact, paid for materials out of his own pocket if the students were too poor to buy them.

For 58 years students gathered around him in his shop, learning what he had to give them. It is said that he would state, on occasion, "I strip the bark off the tree, so that others may polish the wood," meaning that he would inspire the boys so that they could go on and be motivated enough to better themselves in order to work for Puerto Rico.

Many of his students became very prominent in fields such as humanities, religion, politics, science and law.

After taking their first lessons with Maestro Rafael many of his students would go on to Europe and become doctors, lawyers, men of letters and statesmen. Among these famous students were Alejandro Tapia and Román Baldorioty de Castro.

The humanity and dedication of this man inspired many of the people who became abolitionists and eventually obtained freedom for all in Puerto Rico. Maestro Rafael died five years before Spain granted freedom to the slaves, but when freedom finally came to all, in a very real way it was a tribute to the memory of this great Puerto Rican.

ALEJANDRINA BENÍTEZ (1819-1879)

An outstanding intellectual, she participated fruitfully in the literary and cultural life of her century and gave many women an example of how they could contribute to the intellectual world. Her house was a center of intellectual and cultural activity. She influenced many young people and among these was her son, José Gautier Benítez, who was to become one of Puerto Rico's best known poets.

She was one of the collaborators of the Aguinaldo Puertorriqueño, one of Puerto Rico's early works of literature, published in 1843. She also published compositions in the Boletin Eclesiástico and in a literary journal called Las Brisas de Boringuen.

Her most outstanding poems are: "La Cabaña Afortunada" "Buscando a Dios" and "El Paseo Solitario y Mi Pensamiento y yo".

VICTOR ROJAS (- d. 1888)

Victor Rojas is honored in Puerto Rico as a hero who risked his life in order to save over two-hundred people from drowning. This man, a sailor who was an excellent swimmer, was born and raised in Arecibo, an important seaport in the north-central part of the Island during that period of time. He was of humble origins, but his many acts of bravery were to make his name a household word in Puerto Rico during his lifetime.

Rojas first came to public attention the 18th of August, 1851, during a hurricane, when he managed to save the lives of six men from a sinking ship, rescuing them one at a time by swimming with them through the rough seas, going back and forth between the land and the foundering vessel. Rojas again came to the rescue in 1853, when he saved all of the people on board the British frigate James Power by diving into the waves holding a cable with his teeth and securing it to the dock, thus enabeling the crew and passengers of the ship to be saved. For his heroism Rojas received a medal from the British Government the 20th of May, 1854. The Spanish Government honored him with the cross of María Luisa.

The final act of public bravery of this great swimmer was recorded twenty-five years after the shipwreck of the Power. It was the 23rd of April, 1879, when the Spanish brig El Adriano sunk into the sea and Rojas came to the rescue

in a small boat and saved the crew. For this act of bravery the Spanish Government awarded him the Cross of Naval Merit, and the Township of Arecibo gave him a small pension for life.

Rojas died in San Juan in 1888, and today he is honored by a monument displaying a bronze bust of him which is located at one end of a plaza dedicated to his memory in his nome town of Arecibo, serving as an inspiration for generations of Puerto Ricans.

JUAN ALEJO DE ARIZMENDI (1757-1814)

Arizmendi was the first Puerto Rican to become a bishop of the Roman Catholic Church. He was a native of San Juan, but like many other Puerto Ricans of his time he went abroad for his education. He spent many years in Caracas, Venezuela, studying for the priesthood. The fact that these studies were not available in Puerto Rico affirmed his conviction that a seminary was needed on the Island so that Puerto Ricans could have a strong native priesthood to fulfill their spiritual needs.

After completing his studies Arizmendi went to Santo Domingo and was ordained in 1775. From Santo Domingo he went back to his native Puerto Rico and soon became very active in Island life. His many merits won the respect of his superiors so that by 1803 he was named bishop of Puerto Rico.

His activities as bishop endeared him with his countrymen, for he showed great concern for their spiritual and intellectual welfare. He made his dream of a seminary in Puerto Rico come true, and Puerto Ricans could now study for the priesthood without having to leave the Island. This also meant that priests could be recruited from the ranks of the poor as well as from the ranks of those who could afford to send their sons abroad. This seminary was also open to the public and offered instruction to students interested in other careers besides the priesthood. This modest involvement in

education paved the way for a much broader commitment on the part of the Church towards furthering education among Puerto Ricans. In fact, it was during the 19th century that the Church established the basis for the large scale system of the private Catholic schools which are an important adjunct to Puerto Rico's present day school system.

The work of Arizmendi lives on today, and now Puerto Rico has three native bishops, a strong native clergy and an excellent system of parochial schools, all of which testifies to the legacy of this outstanding man who dedicated his life to his flock and his country.

ROMAN BALDORIOTY DE CASTRO (1822-1889)

Baldorioty was a native of Guaynabo, P.R. who received his early education from Master Rafael Cordero and Father Rufo Fernández, two important educators in the Island at that time. These two men would instill in young Román a love for knowledge and a deep humanistic concern for his fellow men. Later on in life Baldorioty would be known as a statesman and abolitionist who played an important part in the movement that eventually rid Puerto Rico of slavery.

After 1845 Baldorioty would go to Spain and France for his higher education. During his stay in Madrid he became a major promotor of a society that was dedicated to gathering old historical documents and data pertaining to Puerto Rico.

Baldorioty eventually returned to Puerto Rico and went into the teaching profession as professor of Sciences at the Consiliar Seminary in San Juan.

In 1867 he again went to Europe, this time to represent Puerto Rico at the World Fair in Paris. Here he used his time to publicize Puerto Rican products and brought world attention to Puerto Rican coffee. As a direct consequence of this, coffee would account for the greater part of Puerto Rico's exports to Europe in the latter part of the 19th century. His activities at the fair were described in a Memoire Of The Exposition which he published in 1868.

After obtaining a European market for Puerto Rican coffee, Baldorioty went on to serve his country as a statesman, representing the Island as a deputy to the Spanish Cortes. Here he worked together with other notable Puerto Ricans in order to obtain the approval of two important dispositions for Puerto Rico: the abolition of slavery and the extension of all the privileges of the Spanish constituion to Puerto Rico.

Throughout his life Baldorioty struggled to further the welfare of his compatriots, and even endured imprisonment for his ideas. The governor of the Island believed him to be a conspirator against the Madrid Government, and so had him incarcerated in Morro Castle in 1887. The experience weakened him so much that he progressively lost strength and died in 1889.

RAMÓN EMETERIO BETANCES (1827-1898)

Statesman, scientist, physician, writer, and above all a revolutionary Betances was a man of firm convictions.

He was born in Cabo Rojo, P.R., a small town on the southwestern tip of the Island. After receiving his initial schooling in Puerto Rico, Betances went on to Europe, where he would find both fame and fortune. While in Paris he studied medicine and became a doctor in 1853. His doctor's thesis on The Causes of Abortion initiated him in a scientific career that would earn him the respect of the international medical community, and eventually, public recognition by the French Government, which would honor him with the insignias of the Legion of Honor in 1886.

Yet Puerto Rico remembers Betances mainly as a revolutionary who played an important role in the ill-fated revolution of Lares against Spain in 1868. He never gave up fighting for the independence of Puerto Rico and would be involved directly in revolutionary activity up to his death in 1898, living up to the ideals which he expressed publicly in 1870:

> "...only through the efforts of heroism and sacrifice will the independence of the Fatherland be seized from the grip of impious hands. ...Let us be the generation of sacrifice, and firm and constant in our purpose let us only expect a hard struggle, without rest, continuing sorrows, banishment, martyrdom, death!"

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*1 December, 1870, published in "Revista del Instituto de Cultura Puertorriqueña," No. 49, Oct.-Dec., 1970, pp.49,57, as part of his Ensayo Sobre Alejandro Petion.

Betances also belonged to the group of people who worked hard to abolish slavery in Puerto Rico. In this activity his actions reflected his conviction that to act was to be involved directly. Consequently, he not only participated in the abolition politically, but also directly by buying slaves from their owners so that he could set them free himself.

As a statesman he represented the Dominican Republic and at the same time served on the Cuban Revolutionary Junta during the final decades of the 19th century. It must be pointed out that this abolitionist and revolutionary activity did not stifle his scientific pursuits. Betances found time to publish works on cholera and other scientific topics. He also wrote historical works, and newspaper articles which were reproduced in various French and American newspapers. In addition Betances translated poetry into French and Spanish. Of these translations one may take notice of his Spanish rendering of Petrarch's Elegies. Betances also wrote fiction of his own, and this includes several plays, stories and short novels.

He died in 1898, without ever seeing his dream of a free Puerto Rico come true; nevertheless he witnessed the fulfillment of many of his goals, such as the abolition of slavery, and he left a legacy of integrity for his countrymen to emulate.

ALEJANDRO TAPIA Y RIVERA (1827-1881)

Alejandro Tapia was a prolific author who established an international basis for Puerto Rico's rich dramatic tradition. Tapia wrote an impressive body of plays which would earn him the recognition of the intellectual community on both sides of the Atlantic. Among these intellectuals was Marcelino Menéndez y Pelayo, Spain's grand man of letters at the turn of the 19th century, who singled Tapia out as one of the foremost intellectuals on Latin America.

In addition to plays, Tapia's important work includes a biographical book called Mis Memorias (My Memoires) and also works about Puerto Rico's history. In fact, Tapia was interested in historical topics, which he used as source material for many of his plays.

Of his many plays one may single out Bernardo de Palissy and La Cuarterona, but his most ambitious work was a long dramatic poem called La Sataníada, which Menéndez y Pelayo characterized as: "a diabolic poem or wonderful nightmare of 30 mortal cantos with brilliant and magnificent descriptions, rare fantasies...".

Tapia lived to see his plays represented in European and Latin American theatres, a fact that lends testimony to the universal appeal of his work.

Tapia thus paved the way for other Puerto Rican dramatists who have found an international stage for their work, following the footsteps of Don Alejandro, the 19th century Puerto Rican master

Today San Juan honors Tapia with a theater named after him and which performs works of serious dramatists.

EUGENIO MARÍA DE HOSTOS (1839-1903)

Hostos is one of those men that belong to the World as much as to their own country. His activities as an educator, newspaper man, literary critic, novelist, philosopher, jurist and finally, a revolutionary, fighting for his ideal of a Confederation of the Antilles spanned the two American Continents and Europe as well.

Hostos first went to Europe for his secondary and university education. After completing his legal studies in Madrid, Hostos went on to Paris, where he was to be involved with Betances, who shared his ideal of an Antillean Confederation. Here they decided to find ways of gathering support for this ideal, and in order to do this, Hostos returned to America.

Back in America Hostos would travel promoting his ideas and publish articles in U.S. and South American newspapers. In 1879 he decided to live in Santo Domingo and here he founded a Normal School for teachers in 1880. In 1889 Hostos went to Chile to teach at the University of Chile. He not only taught Law, but was active in cultural affairs as well, and thus was elected president of Chile's Atheneum, a cultural society.

All these years he remained active as a revolutionary, working for the revolution in the Antilles, and these activities eventually took him to New York City and to Puerto Rico.

In 1900 Hostos returned to Santo Domingo a sad man, disillusioned by the activities of the U.S. in the Caribbean, which he considered a threat to the cultural integrity of the area.

In 1900 Hostos died, but a grateful Continent recognizes his lifetime of accomplishments, and honors him with the title: Citizen of the Americas.

His entire works have been published, and they comprise over twenty volumes.

LOLA RODRÍGUEZ DE TIÓ (1843-1924)

A native of San Germán, Puerto Rico, one of the oldest cities in the Island, Lola was a poet and a revolutionary who was able to combine the two roles in such a way as to lead a very meaningful life. As a revolutionary she demonstrated that Puerto Rican women could strive for noble activities with as much effectiveness as men. In fact, she collaborated with Betances and others in the Lares Revolution of 1868. Like Betances she ultimately hoped for an Antilean Confederation which included Cuba, Hispanniola and Puerto Rico, together with other islands of the region.

Other patriotic activities were her efforts towards gaining more political freedoms for Puerto Rico, and these efforts had their reward in the Autonomic Charter the Island would obtain from Spain towards the turn of the century. She was also active in the abolitionist movement, and worked hard so that slaves would be granted their freedom.

As a poetess she attracted international acclaim, and was praised by such figures as the Spanish critic Menéndez Pelayo and the Nicaraguan poet Ruben Darío.

Her best poems have been published in: Mis Cantares (1876); Claros y Nieblas (1885); Mi Libro de Cuba (1893), but her most notorious work was La Borinqueña, Puerto Rico's National Anthem.

MANUEL GREGORIO TAVÁREZ (1843-1883)

Pianist and composer, born in San Juan, Travárez studied in Puerto Rico, but received his more formal musical training at the Paris Conservatory in France. Here he dedicated a Gran Fantasía de Concierto to the Emperess Eugenie, in 1856. This Gran Fantasía de Concierto contains Puerto Rican popular tunes which are interwoven throughout the composition.

Tavarez returned to Puerto Rico and established his residence in Ponce, where he gave music lessons and composed many works.

Among his works, of particular distinction are his Funeral March, dedicated to Campeche in 1865; his Grand March Redención (1882) and the popular Danza La Margarita.

FRANCISCO OLLER Y CESTERO (1833-1917)

Oller is Puerto Rico's most important painter and the first to gain an international reputation. He was born in San Juan and here he studied drawing and painting before going on to Madrid for additional training.

In Madrid Oller studied under Federico de Madrazo in the famous Escuela de San Fernando. Later on, in 1857, Oller studied under Couture and Courbet in Paris, France. Under Courbet Oller began painting according to the ways of Realism, but later in his life he developed along the lines of Impressionism, according to the School of Manet and Pissarro.

In 1883 he made an exposition of his works that included paintings of Spain's king and royal family, together with paintings of other Spanish dignitaries. This exposition also included other principal works of Oller.

Besides painting European subjects, Oller also painted many paintings based on Puerto Rican topics, such as landscapes and activities of rural life. One of the most outstanding of these is El Velorio, which depicts the wake of a baby in a country home.

Upon his return to Puerto Rico Oller established several free schools of painting and drawing in the Island. From these schools many promising careers were nourished, a fact that points to their success.

Oller was able to appreciate the fruits of his talent within his own lifetime, and in addition received honors

from the monarchs of Spain on many different occasions. Among these distinctions is the title of Painter of the Royal Chamber of King Amadeo de Saboya. In addition he received the Cross of the Distinguished Order of the Knights of Carlos III; later he was made Comendador of the Order of Carlos III.

After Oller there have been other Puerto Rican painters of note, but they all are indebted to this man, who showed that it was possible for a Puerto Rican painter to gain an international reputation.

Today Oller's paintings are exhibited not only in Hispanic museums, but also in Europe and the U.S.A., and one of his paintings forms part of the permanent collection of the Louvre in Paris.

LUIS MUÑOZ RIVERA (1859-1916)

Poet, statesman and one of the foremost intellectuals of his time, Muñoz Rivera was born in Barranquitas, a small town high in the mountains of Puerto Rico. Here he received his first schooling and learned to love the land he would later represent and defend, first in Madrid, later on in Washington.

Muñoz Rivera was active in many fields of endeavor. His love for letters led him to be a newspaperman, and he directed both El Pueblo and La Democracia.

He was also one of those politicians who worked towards bettering the lot of the Island at the turn of the century by obtaining an Autonomic Charter for Puerto Rico. In fact, Muñoz Rivera formed part of the stifled Autonomic Government in 1898 as Secretary of the Governorship and of Grace and Justice.

Muñoz had worked all of his life to bring about the Autonomic Charter which disappeared with the U.S. invasion of the Island. Yet, even after this Muñoz did not give up the fight, and strove to learn English so as to take up again the cause of Puerto Rico, only this time, in Washington. Muñoz was successful, and was elected Resident Commissioner for Puerto Ricans during his tenure in Washington, working towards a better Puerto Rico right up to his death in 1916.

JOSÉ DE DIEGO (1866-1918)

Poet, statesman and patriot. After obtaining his early education in Magagüez José De Diego went on to Spain's Instituto Politécnico de Logroño, where he received a B.A. degree. He then went to the Universities of Barcelona and Havana, where he obtained his Law degree in 1892.

Upon his return to Puerto Rico De Diego became very active in politics within the framework of the Partido Autonomista, which worked towards gaining an Autonomic Charter for the Island.

After the U.S. occupation of Puerto Rico De Diego turned his efforts towards working for the Island's political independence, and was elected to several important positions in the local government.

De Diego was a great orator and statesman, yet Puerto Rico honors him mostly for his powerful and moving poetry. He published extensively, and among his works one may single out: Jovillos (1889), Pomarrosas (1904), Cantos de Rebeldía (1916) and Cantos de Pitirre (1950).

MARIA CADILLA DE MARTÍNEZ (1886-1951)

A teacher, historian and one of Puerto Rico's outstanding experts on folklore in the 20th century, María Cadilla led an intense life in which she produced many students of Puerto Rican culture, by way of the classroom and also by way of the many articles and books which she published. In her articles and books she wrote about educational, social and literary themes. A keen observer of folk life, she gathered stories, legends, games, puzzles, songs and other traditional customs of the Puerto Rican rural areas.

Her work motivated many of her students to follow in her steps and be more aware of Puerto Rico's rich folk heritage.

Among her works the following stand out: Cuentos a Lillian (1925), La alegría de Juan de Castellanos (1931), La poesía popular en Puerto Rico (1933), Tradicionalismos en mi tierra (1939) and Cantos y juegos infantiles en Puerto Rico (1940).

PEDRO ALBIZU CAMPOS (1891-1965)

Patriot, politician, and martyr of the Puerto Rican independence movement. Like Betances, Albizu Campos would remain committed to fighting for his ideal of a free and independent Puerto Rico, even if it involved the sacrifice of his own life. His personal commitment was so total, so complete, that he towers over all the political figures of Puerto Rico during the entire 20th century. His long imprisonment, endured in stoic silence until his death, would haunt Puerto Rican leaders as a reminder of a promise not kept, a struggle not ended.

Educated in Puerto Rico and the U.S. (Harvard), Albizu helped organize the Nationalsit Party, which was formally established in 1922. Albizu was an outstanding orator, and soon became the most respected and outspoken leader of the independence movement in Puerto Rico, a position he was to maintain throughout his lifetime. Don Pedro, as he was called, was a brave man who spoke out against such acts as the murder of four Nationalists in 1935 and the Ponce massacre of many of his followers in 1937. After 1932 Albizu had lost hope for a peaceful solution to Puerto Rico's colonial situation, and now advocated any historical means, including war against the U.S. in order to obtain independence for the Island. His views came to the attention of U.S. authorities, who imprisoned him with several of his followers in 1936.

Released from prison in December of 1947, Albizu soon

demonstrated that the long period of incarceration had not dampened his spirit. With the same vigor as in the past, Albizu pursued his goals, and his activities culminated in several encounters of Nationalists with U.S. authorities, of which one may recall the Nationalist revolt of 1950 and the attack on Congress of 1954. During the 1950 revolt (an event which pitted 300 of Albizu's followers against 4,017 local soldiers, 272 policemen, four jet aircraft plus the combined forces of the U.S. Military Establishment in the island), Albizu's house was riddled with bullets and bombed with tear gas before he was carried out, nearly unconscious, by the police. Albizu was now sentenced to serve 56 years in jail and was sent to prison. After spending a year in solitary confinement Albizu's health began to fail, and the authorities released him in September of 1953, only to be confined again, following the Nationalist attack on Congress in 1954. This time Albizu would not be released from imprisonment until a few months before he died, April 21, 1965, a martyr for Puerto Rican independence.

CONCHA MELÉNDEZ (1892-)

Teacher, historian and literary critic. She has dedicated her life to the fields of Latin American and Puerto Rican Studies. She founded the chair of Latin American literature at the University of Puerto Rico in Rio Piedras, the largest institution of higher learning in the Island. Her devotion to letters is total, and she is considered internationally as one of the Hemisphere's most important experts in her field. Of her activities one must take special note of her critical essays and books. Of singular merit among her works are: Asomante (1943), Signos de Iberoamérica (1936), La inquietud sosegada (1946), and La literatura de ficción en Puerto Rico 1955-1969 (1964).

CAYETANO COLL Y TOSTE (1850-1930)

Cayetano Coll y Toste is Puerto Rico's greatest historian. Although he earned his living as a Doctor of Medicine, he was able to combine this with his activities as a historian. He began these activities during his years as a medical student in Barcelona (Spain). Here he gathered material for his book Crónicas de Arecibo, about his home town, published in 1891. This was to be the first of many important books by Dr. Coll y Toste which are now considered indispensable for anyone who wants to find out about Puerto Rico's past.

Some of these improtant books are: La Instrucción Pública en Puerto Rico hasta 1898 (1909); La Prehistoria de Puerto Rico and Puertorriqueños Ilustres (1966). Coll y Toste also directed the most important historical journal in the Island, the Boletín Histórico de Puerto Rico. In this journal he gathered innumerable documents of historical interest which pertain to Puerto Rico prior to the 20th century. The Boletín also included many of his articles as well as articles by other prestigeous authors.

Probably no man has contributed more than Dr. Cayetano Coll y Toste to make the past of the Island more accessible to students of Puerto Rican culture.

LUIS MUÑOZ MARIN (1898-)

Puerto Rico's man of action in the 20th century, Muñoz has become a legend in his own lifetime. Under his leadership Puerto Rico grew to its present prosperous state as a Commonwealth of the U.S.

Don Luis' first opportunity to demonstrate his faith in his people's ability to help themselves came in 1938 when he organized the Popular Democratic Party and took his program for the development of Puerto Rico to the countryside. The humble farmers were convinced by this sincere man who promised bread, land and freedom. These three words, in Spanish, pan, tierra, libertad, were the slogan of the P.D.P. and embodied Muñoz's political platform.

Bread meant that Puerto Rico should be able to provide a decent livelihood to all its residents, and this goal was to be achieved by a program of economic and industrial development which would steer the island away from the woes of an extra-territorially owned one-crop economy. Land meant that Puerto Ricans should be able to own the land that they work, and to have control over their territory, so that no one entity could own a disproportionate amount of land. Liberty meant that Puerto Ricans should have a greater amount of participation in ruling the destiny of the Island, so that local officials, including the Governor, should be chosen by the people of Puerto Rico.

With this program the Popular Democratic Party won the elections of 1940 and were to win again and again, giving Muñoz

the vote of confidence he needed in order to carry out his program. In 1948 Muñoz became the first Governor of the Island elected by the people of Puerto Rico. He would hold the office until his retirement, in 1964.

After having retired from the governorship, Muñoz continues to be active as a Senator in Puerto Rico's legislative chambers. He is also devoting considerable time to writing his memoirs and being with his family.

Present day Puerto Rico owes its rapid economic development and current Commonwealth status to the leadership of Luis Muñoz Marín.

RENÉ MARQUÉS (1919-)

Puerto Rico's intellectual giant in the 20th century and greatest living author, René Marqués is a man of the soil, descendant of farmers and trained as an agronomist who nevertheless found his fulfillment as a writer. The scope of his literary activities include essays, stories, novels and plays, all of which has served to earn Marqués an international reputation.

His plays and narrative fiction have been translated into several European languages and this has contributed to make him Puerto Rico's most notable author in the international circuit

His most successful play is La Carreta (The Oxcart), which has been performed again in Europe, Latin America, the U.S. and Puerto Rico to enthusiastic audiences. La Carreta depicts the tragedy of a Puerto Rican family that has been displaced by historical forces from its farm and evenutually disintegrates to New York City.

Despite his success Marqués remains a modest man who enjoys sharing his company with others, especially young people. In this way his talent and advice inspires and stimulates the activity of Puerto Rico's young intellectuals in a very direct way.

In addition to La Carreta, other outstanding works by Marqués are: Ensayos, El Hombre y sus Sueños, El Sol y los MacDonald, Palm Sunday, La Vispera del Hombre and Los Soles Truncos.

AUGUSTO MALARET (1878-)

A linguist who has earned an international reputation, Augusto Malaret is recognized as Latin America's foremost lexicographer. His exhaustive works on Puerto Rican and Latin American vocabulary have served to acquaint Hispanic peoples with many local terms within their own world, and in particular with Puerto Rican terms. At the same time Malaret has participated directly in the movement that has made Puerto Ricans more aware of their linguistic heritage as part of the general awareness of Puerto Rican culture that is manifesting itself in the Island today.

Contemporary linguistic studies in Puerto Rico and Latin America owe a lot to this man, one of the pioneers. Two of Malaret's important works are: Vocabulario de Americanismos (1931) and Vocabulario de Puerto Rico (1937).

RICARDO ALEGRÍA (1921-)

Archaeologist, anthropologist, teacher and humanist. From his chair at the University of Puerto Rico Alegría has inspired students of Puerto Rican Culture for over a generation, and his contribution to Puerto Rico has been vast.

His publications on the early Indian settlers of Puerto Rico, together with his work as Director of the Institute of Puerto Rican Culture, have served to make many people, in the Island and abroad, more aware of Puerto Rico's rich cultural heritage.

Examples of his activities are the reconstructions of the Indian Ceremonial Park in Utuado and the historical dwellings in San Juan.

The Institute not only sponsors the reconstruction of historical monuments, but also sponsors activities in the Arts, both plastic and performing, music, folklore and literature. In addition to this the Institute sponsors popular arts and crafts of traditional nature, such as the making of santos, (figures of saints), guitars and other musical instruments, carnival masks and different kinds of needlework.

Under the patronship of the Institute many works of promising Puerto Rican authors are published, as well as valuable reissues of Puerto Rican Classics. The Institute

publishes a prestigeous journal.

The scope of professor Alegría's activities are indeed awsome when one reflects upon the fact that they have all taken place within a relatively short period of time. The best tribute to Ricardo Alegría is the very evident cultural awareness Puerto Rico is currently experiencing, an awareness which relates directly to the efforts of this great man.

JAIME BENÍTEZ (1908-)

Educator and politician, Don Jaime, as his friends call him, has been directly involved with the creation and evolution of the modern University of Puerto Rico. During his tenure as Rector and President of U.P.R. Don Jaime has endeavored to enlarge and enrich the offerings of the university system. Under his direction the University has created new professional Faculties, such as Medicine and Odontology and at the same time has added to the offerings by bringing in prominent faculty from all corners of the Globe. In addition to this the University of Puerto Rico has also carried out a policy of sending its most promising faculty members to study abroad in order to broaden their perspectives.

In the last decade Mr. Benítez has been particularly identified with the establishment of Regional Colleges as an attempt of the U.P.R. to reach out and make higher education more available to his fellow citizens.

At the present time (1974) Don Jaime Benítez is no longer directing the U.P.R., and is serving Puerto Rico as Resident Commissioner for the Island in Washington, D.C.

NILITA VIENTÓS GASTÓN ( )

Outstanding Puerto Rican intellectual, she is very active in all areas of Humanistic and Hispanic studies in and out of Puerto Rico. She has been identified with the Puerto Rican Atheneum (a cultural society) since 1946 and has contributed articles on cultural topics in several journals, especially in Asomante, an organ of the Atheneum. Her published works have obtained international recognition, but her main contribution has been the intellectual stimulus she gives her compatriots through her many cultural endeavors.

It must be pointed out that Nilita, as her friends call her, has not restricted her activities to a closed circle of intellectuals, but rather has sought to make the general public aware of humanistic concerns through her many television appearences. Nilita is also a great friend of the outstanding intellectuals of Latin America and Spain, and has strived to keep Puerto Rico in contact with the other countries that share a common historical and intellectual tradition with the Island.

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RAFAEL W. RAMÍREZ DE ARELLANO Y ASENJO (1884-1974)

Don Rafael is one of Puerto Rico's foremost intellectuals in this century. The scope of his activities has been vast, but above all he is a teacher, humanist and historian who has inspired generations of Puerto Rico's people of distinction.

As a boy he learned to love his native San Juan, where he received his first schooling, and this love was to grow and mature, and later on be shared not only with his countrymen, but also with everyone Don Rafael was to meet. As a teacher he has been able to transmit his deep respect for Puerto Rican culture to many students directly, in the classroom, and in addition he has also published several books, together with numerous articles on Puerto Rican topics. Three of his outstanding books are: La Capital a través de los siglos (1950); La última tarde (1964) and La calle museo (1967).